DOCUMENT RESUME

ED 340 241 FL 019 964

AUTHOR Swarbrick, Ann
TITLE Reading for Pleasure in a Foreign Language. Pathfinder 2.
INSTITUTION Centre for Information on Language Teaching and Research, London (England).
REPORT NO ISBN-948003-98-7
PUB DATE 90
NOTE 34p.
AVAILABLE FROM Centre for Information on Language Teaching and Research, Regent's College, Inner Circle, London NW1 4NS, United Kingdom (3.95 British pounds).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Techniques; Diaries; Elementary Secondary Education; Foreign Countries; *Foreign Language Books; Library Instruction; *Media Selection; Program Descriptions; *Reading Materials; *Recordkeeping; *Recreational Reading; Second Language Instruction; Second Language Learning
IDENTIFIERS United Kingdom

ABSTRACT

This practical guide is intended to help teachers encourage recreational reading in a second language. The guide is based on the experience of one British school. The guide's first section offers suggestions for finding and selecting appropriate books or story collections, library instruction, keeping individual reading diaries, and helping slow readers and low achievers. Forms used for recordkeeping are provided for illustration. The second section discusses the use of short texts such as fables and poetry, with specific examples provided. Lists of useful books for students, book publisher and distributor addresses, and sources of further reading are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED340241

A CILT series for language teachers

Pathfinder 2

Reading for pleasure in a foreign language

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. NELSON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL019964

2

Anne Swarbrick

BEST COPY AVAILABLE

395

Pathfinder 2

A CILT series for language teachers

Reading for pleasure in a foreign language

Ann Swarbrick

CiLT

First published 1990
Copyright © 1990 Centre for Information on Language Teaching and Research
ISBN 0 948003 98 7

Cover by Logos Design & Advertising
Printed in Great Britain by Direct Printers Ltd.

Published by Centre for Information on Language Teaching and Research, Regent's College, Inner Circle, London NW1 4NS.

All rights reserved. No part of the publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the Copyright owner.

Contents

		Page
1.	Reading for pleasure	1
	Introduction	1
	Where to find the books?	1
	What kind of books?	2
	Starting in year seven	2
	A case study	3
	The library lesson	3
	The reading diary	4
	Life after *Bibliobus*	9
	How to help slow readers and low attainers	9
	An additional remark	9
2.	Using short texts	13
	Fables	13
	Poetry	21
	In conclusion	25
	Some useful addresses	28
	Further reading	28

1. *Reading for pleasure*

Introduction

Setting up a programme of private reading may seem daunting. This booklet is intended as a practical guide for teachers to overcome some of the problems and to encourage a move towards extended reading in schools. I have written it because I believe that if we deny young people access to imaginative texts and non-fiction in real books we are missing out on the richest resource a culture can offer - its literature.

Access to foreign language books is as important as access to any other kind of books. In my experience some children are more motivated to read for pleasure in a foreign language than in their mother tongue because:

- there's a new dimension to the achievement - the foreign language,
- there's challenge,
- it's different.

One of the spin-offs from reading is that it stimulates the imagination of the reader. I believe that it is as much **our** responsibility as teachers of modern languages to help unleash the world of the imagination as it is the responsibility of the teacher of English. One of the keys is books.

But using whole books is not the only means of introducing pupils to literature. Short texts can also help foster an interest. I have included a section in this booklet to illustrate some ideas which have proved successful in the past few years. A **school's** richest resource is its staff and much of the material here was inspired, if not co-written, by colleagues to whom I am indebted. Our joint quest has been to make language learning an exciting and enriching experience for pupils. All of the suggestions are tried and tested, but you will find that once you are hooked on the use of literature the possibilities don't stop here.

Where to find the books?

The main difficulty in setting up a reading scheme is the search for suitable titles. I found the Baker Books list and the European Bookshop in Regent's Place,

London, useful, though nothing beats a few hours browsing in bookshops in France. You will find some addresses for your book search at the back.

What kind of books?

You should look out for books which:

- look like real books - not school books,
- will appeal to young adult readers,
- are short,
- have attractive covers,
- are written in accessible language.

You will find, without too much difficulty, comic strip books, animal books, short story books, poetry books, books on sport, computers, music, issues, people. **Real** books which don't ask you questions or provide you with word lists. I have included a list of the French stock of our school library at the back which could provide a spring board for you.

Though our reading scheme only caters for readers of French, there is much scope for broadening it to other languages in schools which have diversified or offer several languages. The availability of books may cause a problem, but the shops I have mentioned stock titles in many languages and Mary Glasgow Publications have produced the German reading scheme *Lesekiste*.

The Schools Library Service does little for modern languages at the moment, but I am assured by my local connections that this is mainly to do with lack of demand rather than interest. Involving them in the provision of foreign language books could greatly help schools with scant resources.

Starting in year seven

We wanted all pupils to begin reading for pleasure after one term of foreign language learning, building on the reading habit they had developed in the primary school, as early as possible, but we couldn't find enough titles for that level of language. For this reason we invested in the Mary Glasgow Publications graded reading scheme *Bibliobus*, even though primary colleagues were expressing disquiet about reading schemes in English. The stories have proved popular amongst our pupils despite our reservations and we are convinced that by the time an average reader has read through most of the levels s/he has a good enough grounding to feel capable of trying something more substantial.

If, like us, you cannot find enough titles to suit beginners and need, therefore, to use *Bibliobus,* one basic set of Collection A will not be enough to cater for a normal sized class. You will need to supplement the first three *niveaux* in order to give your readers a choice of books.

A case study

Our school is in an area of redevelopment. Due to an imbalance in the building programme there is a high proportion of middle to low attainers within our intake. I mention this to underline the fact that the reading scheme is not designed primarily for good linguists. We believe that a foreign language should be made accessible to all pupils whatever their ability. It goes without saying, then, that our scheme, where possible, had to cater for all levels. Our support structure for slow readers and low attainers is described later in this booklet.

The Modern Languages department of the school is the heaviest user of the library. Every child in the department spends a minimum of thirty minutes every alternate week reading for pleasure in the calm and comfort of the library. The involvement of the librarian has proved invaluable in giving advice, support and financial assistance, but if you work in a school without this facility a departmental library is also feasible.

We have found it very useful to launch the scheme a couple of weeks before year 7 pupils are about to start (just before the February half term, usually). During the presentation, which resembles a sales convention in its persuasive tone, pupils are invited to look at the *Bibliobus* booklets and the 'real' books they will graduate onto. More often than not they are excited by the prospect.

The library lesson

On arrival in the library each pupil finds their reading record card - a book list which indicates the books they have read and those they have still to read - and their reading diary. These live in the library and often form the basis of conversations between staff and pupils about the books, since **we** tick off the titles on the card. Fig. 1 is a typical example of a record card.

BIBLIOBUS Collection C RECORD SHEET		Nom. Faye Brown ..... Classe. 3A2			
		Superflic en Syrie	✓	Drôles de vacances	
		La planete au trésor	✓	Chére Fabienne	
		Trois mille kilometres en selle	✓	Un train pour demain	
		Enlévement au Festival	✓	Braconniers en Afrique	
TITLES		Félins grands et petits	✓	Toussaint Louverture	
Le pari	✓	La forêt en danger		Nos années les plus heureuses	
Deux planches aux pieds	✓	Sophie le fantôme	✓	Marée noire en Bretagne	
Le secret de Béatrice	✓	A cheval en Camargue		Lire entre les lignes	
Les soldats perdus	✓	Réve ou realité	✓	Un ordinateur pour Gérard	
Petit ecran	✓	Histoire d'un chanteur		L'informatique	

Fig. 1

The reading diary

We have designed the reading diary primarily as a personal record of foreign language reading in which pupils record the answers to the *Activités* and their opinion of each story. Fig. 2 is a typical page to accompany *Bibliobus A*.

Smiley faces seemed inappropriate for maturing pupils and since average readers are at the end of their eighth year when they start *Bibliobus Collection B* we decided to change the style of the second reading diary. In this book they are given a choice of either completing the *Activités* or following a guided book review. This proves to have been a good decision since the *Activités* are too difficult for many of our pupils and the object of the reading lesson is to read, not to complete exercises. The diary for Collections B and C, then, looks like Fig. 3 and Fig. 4.

The sooner we make pupils aware of the range of clues and strategies they can employ to cope with unknown language the quicker they become comfortable with the written word. This year, early in year seven and in conjunction with the librarian, pupils have been taught how to use foreign language dictionaries. At the back of the reading diaries pupils have a page to record their 'Word Discoveries'. This is a personal vocabulary list which looks like Fig. 5.

It is useful in developing independence within our readers. Pupils gradually become aware that they need not be totally dependent on the presence of a teacher or a dictionary to discover meanings of words.

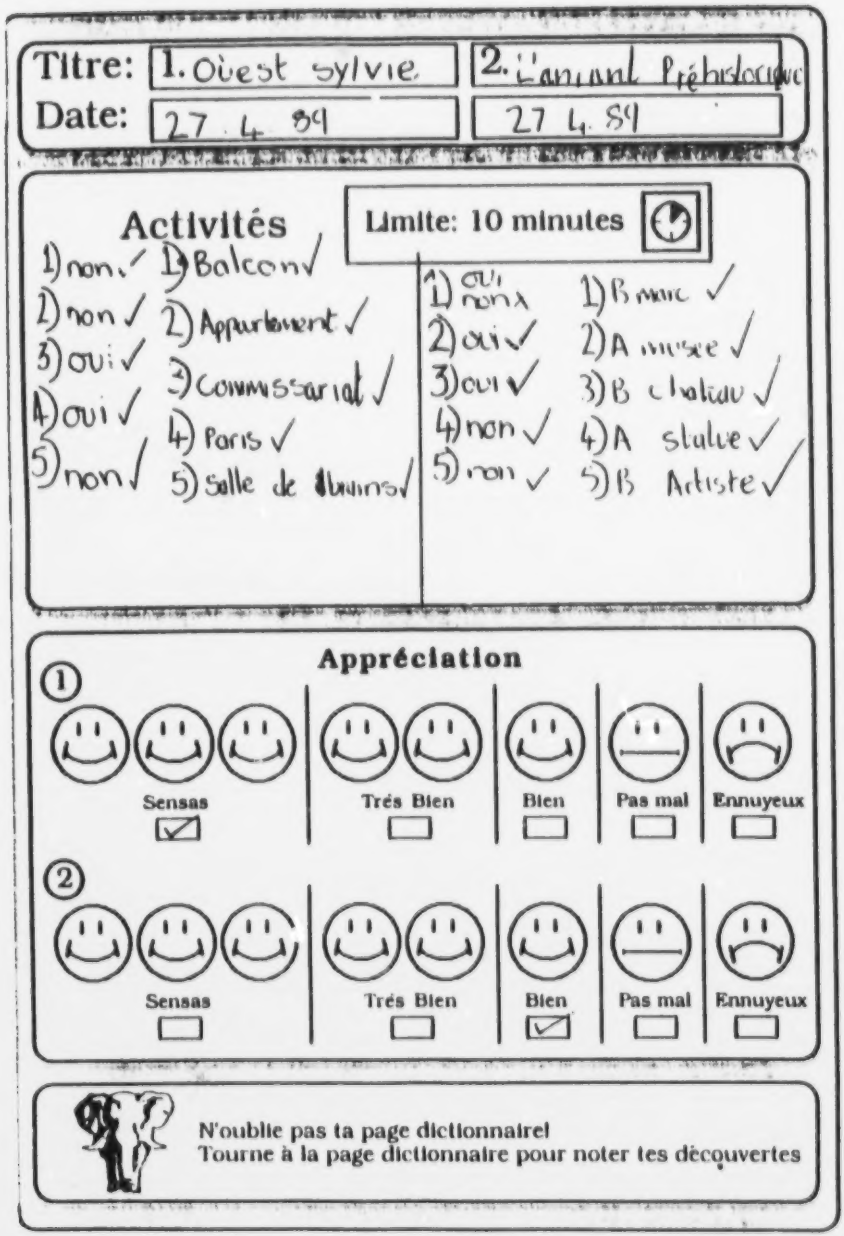

Titre: 1. Ouest sylvie
2. L'animal Préhistorique
Date: 27.4.89
27.4.89
Activités
Limite: 10 minutes
1) non ✓ 1) Balcon ✓
2) non ✓ 2) Appartement ✓
3) oui ✓ 3) Commissariat ✓
4) oui ✓ 4) Paris ✓
5) non ✓ 5) Salle de classe ✓
1) oui non ✗ 1) B mare ✓
2) oui ✓ 2) A musee ✓
3) oui ✓ 3) B chateau ✓
4) non ✓ 4) A statue ✓
5) non ✓ 5) B Artiste ✓
Appréciation
1
Sensas
Très Bien
Bien
Pas mal
Ennuyeux
2
Sensas
Très Bien
Bien
Pas mal
Ennuyeux
N'oublie pas ta page dictionnaire!
Tourne à la page dictionnaire pour noter tes découvertes

Fig. 2

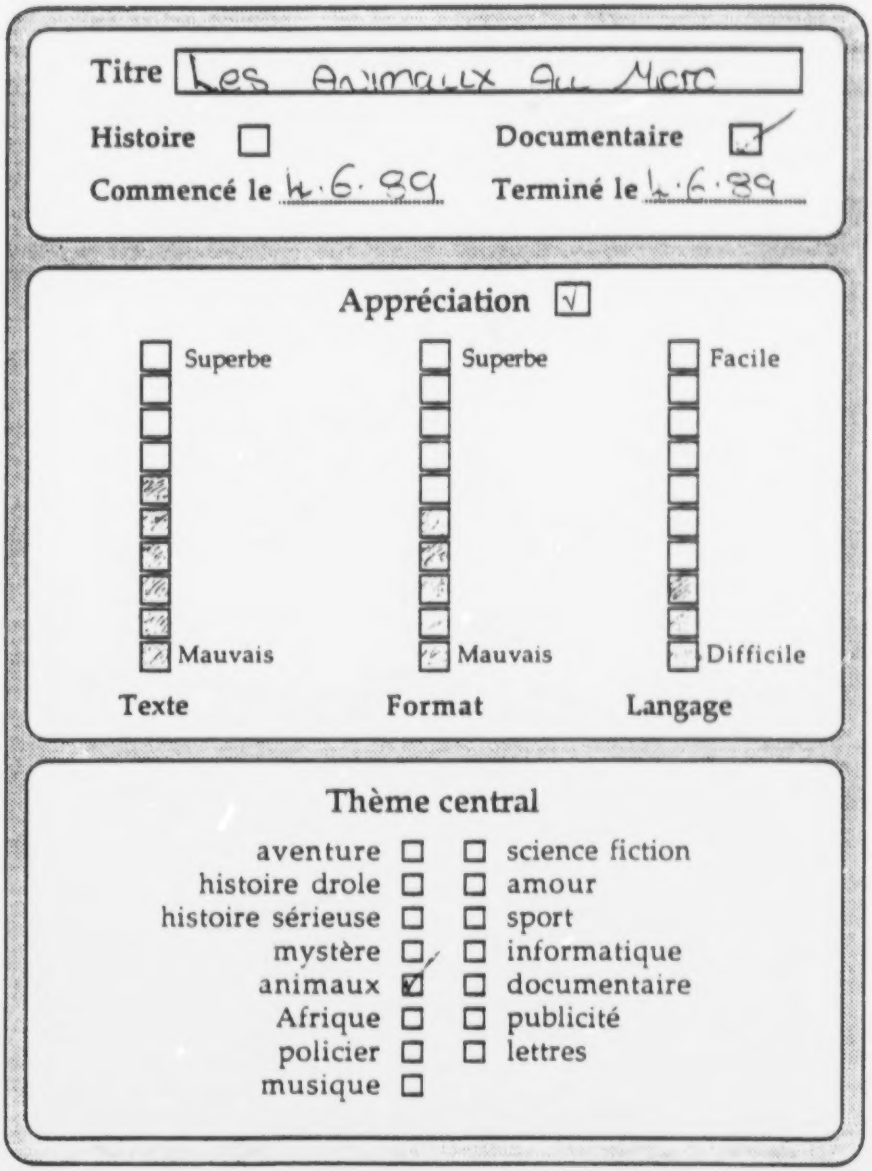

Titre Les Animaux au Micro
Histoire ☐
Documentaire ☑
Commencé le 4.6.89
Terminé le 4.6.89
Appréciation ☑
Superbe
Mauvais
Texte
Superbe
Mauvais
Format
Facile
Difficile
Langage
Thème central
aventure ☐
histoire drole ☐
histoire sérieuse ☐
mystère ☐
animaux ☑
Afrique ☐
policier ☐
musique ☐
science fiction ☐
amour ☐
sport ☐
informatique ☐
documentaire ☐
publicité ☐
lettres ☐

Fig. 3

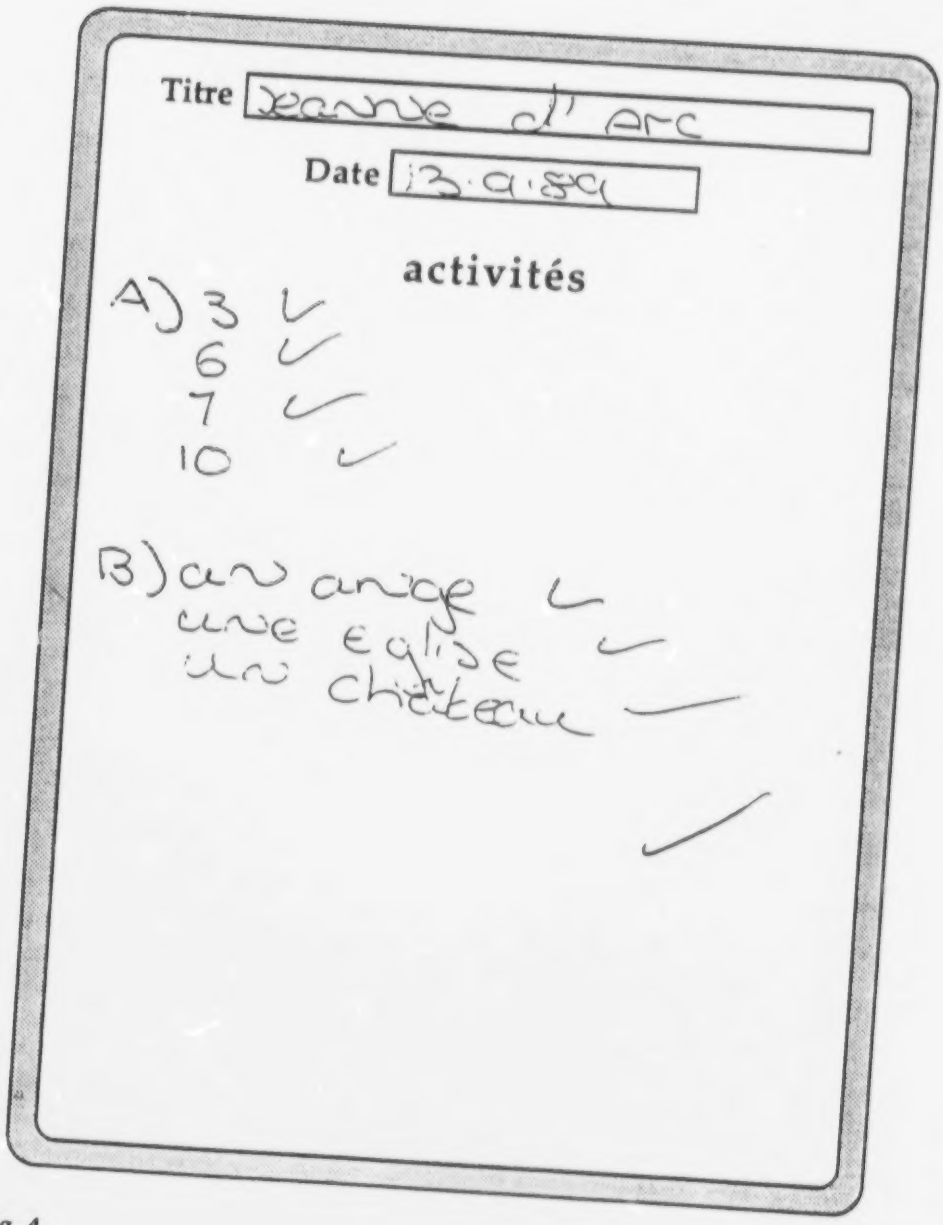
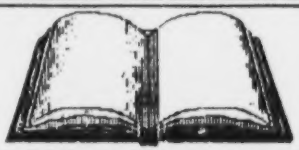

Titre Jeanne d'Arc
Date 13.9.84
activités
A) 3 ✓
6 ✓
7 ✓
10 ✓
B) un ange ✓
une église ✓
un château ✓

Fig. 4

My Word Discoveries



	French Word	How I reached my conclusion					English Word
		It looked like English	Rest of sentence gave clue	I've heard it before	I asked someone	I looked it up	
1	ZUt					✓	damn
2	Content					✓	happy
3	Superposse					✓	Superbird
4	rue			✓			Street
5	formidable					✓	Great
6	règle			✓			ruler
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							

Fig. 5

Life after *Bibliobus*

Once pupils have read their way through the three collections of *Bibliobus* or have reached their tenth year they move onto general reading. They are offered a selection of books and magazines chosen in France to suit their age and tastes. We have taken out a subscription to the weekly teenage magazine *O.K.* A mark of its popularity is the number of copies pinched per term!

Pupils must decide for themselves whether or not a book is too difficult for them, though we do give guidance and recommendations. At this stage they are issued with a new diary called *Mes Critiques* in which they complete more sophisticated book and magazine reviews. Fig. 6 and Fig. 7 are examples of each.

After the first pilot of this diary, problems began to arise amongst our Basic Level pupils who were experiencing difficulties expressing their views about what they had read in the foreign language. The simplest solution seemed to be to produce an English version of the same diary. This felt like copping out since the policy of the department is to use the foreign language at all times. We therefore added to the back of the existing diary a reference section. Completing a review is now a copy writing exercise for these pupils. The reference page looks like Fig. 8.

How to help slow readers and low attainers

Needless to say we encounter problems with slow readers and low attainers. These have been reduced considerably by using a support mechanism set up after discussions with the Special Needs department of the school. In the Lower school we try to encourage these pupils by:

- reading to them as they follow the book,
- allowing two readers to read the same book together,
- doing the *Activités* with them,
- asking for an oral account of the story, by-passing the *Activités*,
- providing taped versions of the stories for use with personal stereos so that pupils can follow the story while listening,
- timetabling a Special Needs support teacher for as many reading periods as possible, adding Collection A+.

An additional remark

Unless **you** read a book at your level in the foreign language at the same time as the class, thereby validating the activity, the message that reading is enjoyable and something that everyone does will not be communicated.

INFORMATIONS

Titre: Au temps de la conquête de l'Ouest

Auteur: Jean-Louis Rieupeyrout.

Je l'ai commencé le — 1987

Je l'ai terminé le — 1988

Il s'agit de: la conquête de l'Ouest d'Amerique pendent les 18 et 19 siècles. Il racontire l'histoire des colons européen avec désir de liberté et les problems ils rencontraient sur leurs voyage épique. Il s'incorpore les rapports Indiens; la recherche de l'or; le cheval de fer et la vie des Cow-boys. C'est un livre assez simple mais tres interessant si on aime

Je l'ai trouvé . . . cet genre de sujet.

Ennuyeux (un peu)	✓
Facile	
Mauvais	
Genial	
Interessant	
Assez interessant	✓
Tres interessant	
Difficile	
Superbe	
Touchant	
Lente	
Amusant	

et aussi . .

Tragique	
Comique	
Romantique	
Realistique	✓
Intellectuel	
Passionnant	
Sensationel	

et aussi . .

Fig. 6

Fig. 7

Une critique d'un magazine

Nom du magazine: OK! Le 19 septembre.

Prix: 41.30

Hébdomadaire: ☑ Mensuel: ☐

A qui s'adresse-t-il? Ages, sexe, etc.

Jeune plus d'femmes que

Que pensez-vous . .

de la présentation: comme ci- comme ça

de la qualité des photos: Trop de pro. js et noir et blanc.

des articles: Bonne

Pouvez-vous recommander ce magazine?
Pourquoi?/Pourquoi pas?

Oui. c'est bon ne et ~~intéressé~~ intéressant et différent à le magazines anglais.

Est-ce que la couverture attire l'oeil?

☑ oui ☐ non

Quels sont les gros titres?

tout change pour elle. Ou rentrer les épaule d'abord

La page ____ m'a particulièrement intéressé parce que:

J'aime tout les pages!!

BEST COPY AVAILABLE

Fig. 8

Pour vous aider...

GENRE

français	anglais
C'est...	It is...
un roman d'aventure	an adventure story
une bande dessinée	a cartoon
un roman d'espionnage	a spy story
un roman d'amour	a love story
un roman de guerre	a war story
un roman policier	a detective story
un roman de science fiction	a science fiction story
un livre de...	a book about...

PERSONNAGES

Mon personnage favori est...	My favourite character is...
Le personnage que je n'aime pas est...	The character I don't like is...
agréable	pleasant
agressif	aggressive
aimable	kind
amusant	fun
bête	stupid
courageux	brave
drôle	funny
égoïste	selfish
fier	proud
honnête	honest
impatient	impatient
méchant	spiteful
paresseux	lazy
sensible	sensitive
sérieux	serious
sportif	sporty
sympa	nice
timide	shy
il/elle a mauvais caractère	s/he is an unpleasant character

RECOMMANDATIONS

Je peux le recommander	I can recommend it
Je ne peux pas le recommander	I can't recommend it

PRESENTATION

bonne	good
merveilleuse	marvellous
mauvaise	bad
affreuse	awful
vive	lively
attrayante	attractive
assez	quite
très	very
trop	too

PAGES D'UN MAGAZINE

le courrier du coeur	problem page
l'horoscope	horoscope
la page de mode	fashion page
le feuilleton	short story
la page d'informations	news page
la page de musique pop	pop page
la page info-vedettes	pop gossip page
la page de publicité	adverts
un article sur...	an article on...
les conseilsbeauté	beauty advice

BEST COPY AVAILABLE

2. *Using short texts*

With GCSE came freedom. Not so. I, like many others, have felt the restrictions of transactional language. And its effect seems to pervade both Lower and Upper School teaching. One certain antidote lies in the world of the imagination. In this section of the booklet I have put together some short French texts which I have used with classes in the last few years. I rarely work alone. The ideas for exploitation were developed with imaginative colleagues and pupils.

Fables

We wanted our classes of Third Years (year 9) to write some stories which we could use with the First Year (year 7). The idea of a story with a moral seemed to have potential and where better to go than *La Fontaine*? We reared back in horror at the complexity of the language, as shown in Fig. 9, *Le Corbeau et le Renard.*

But the simplicity of the story and the length were exactly right. We decided to present pupils with a modern French version first. When they were satisfied that they had understood the gist of the story they were asked to look at the original and to use the modern version to help them decipher it. Their task was then to produce a comic-strip version of the fable using only the original for captions.

We discussed the meaning of the word 'moral' and looked at other examples. They were interested by the idea of writing for a specific readership (First Year pupils) and set about writing their own stories. Some rewrote existing fables, as shown in Fig. 10, *Le Renard et la cigogne.*

Others simply wrote a children's story, as shown in Fig. 11 (pp 15-20), *Bonjour! Je m'appelle Claire.*

FABLE II

LE CORBEAU ET LE RENARD

Maître Corbeau, sur un arbre perché,
Tenoit en son bec un fromage.
Maître Renard, par l'odeur alléché,
Lui tint à peu près ce langage:
« Hé! bonjour, Monsieur du Corbeau.
Que vous êtes joli! que vous me semblez beau!
Sans mentir, si votre ramage
Se rapporte à votre plumage,
Vous êtes le phénix des hôtes de ces bois.»
A ces mots le Corbeau ne se sent pas de joie;
Et pour montrer sa belle voix,
Il ouvre un large bec, laisse tomber sa proie.
Le Renard s'en saisit, et dit: « Mon bon Monsieur,
Apprenez que tout flatteur
Vit aux dépens de celui qui l'écoute:
Cette leçon vaut bien un fromage, sans doute. »
Le Corbeau, honteux et confus,
Jura, mais un peu tard, qu'on ne l'y prendroit plus.

Fig. 9

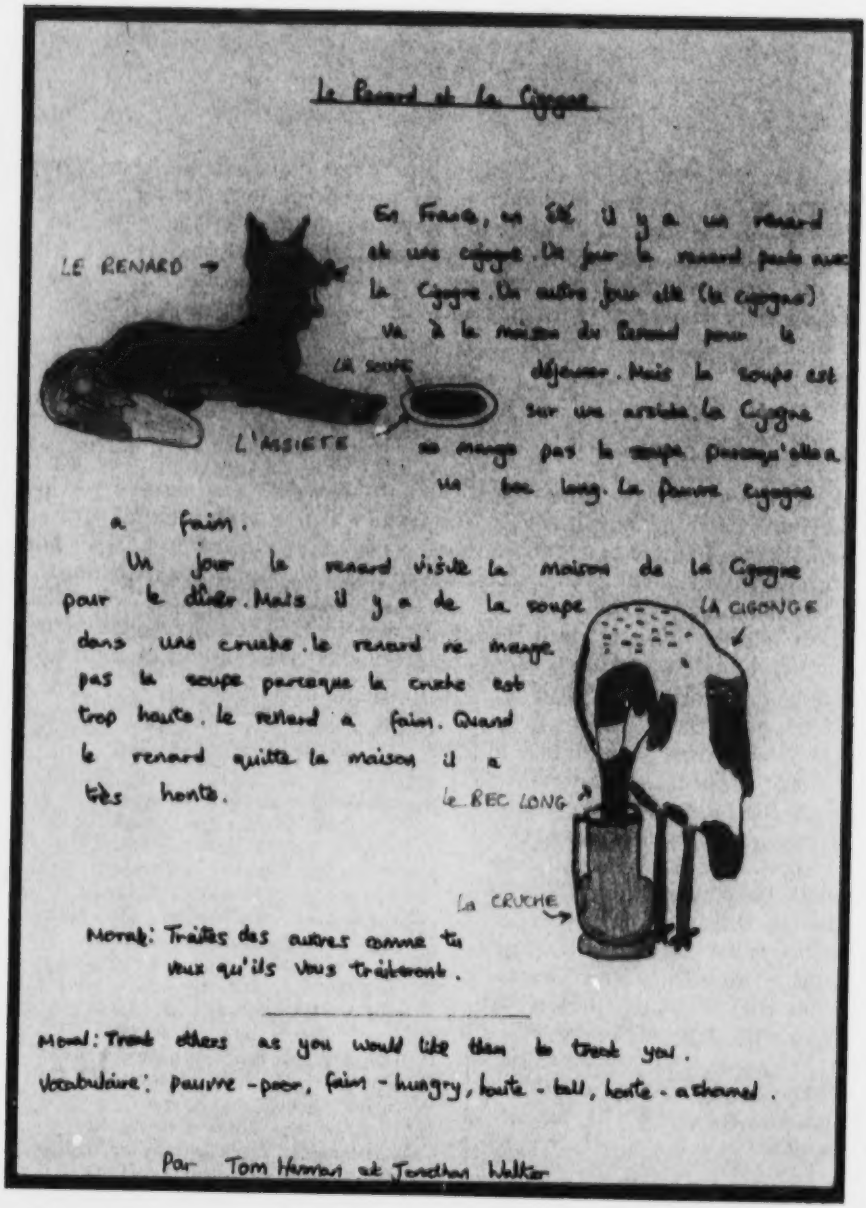

Le Renard et la Cigogne
LE RENARD
LA SOUPE
L'ASSIETE
En France, en été il y a un renard et une cigogne. Un jour le renard parle avec la Cigogne. Un autre jour elle (la cigogne) va à la maison du Renard pour le déjeuner. Mais la soupe est sur une assiette. La Cigogne ne mange pas la soupe parceque elle a un bec long. La pauvre cigogne a faim.
Un jour le renard visite la maison de la Cigogne pour le dîner. Mais il y a de la soupe dans une cruche. le renard ne mange pas la soupe parceque la cruche est trop haute. le renard a faim. Quand le renard quitte la maison il a très honte.
LA CIGOGNE
le BEC LONG
La CRUCHE
Morale: Traîtes des autres comme tu veux qu'ils vous traiteront.
Moral: Treat others as you would like them to treat you.
Vocabulaire: pauvre - poor, faim - hungry, haute - tall, honte - ashamed.
Par Tom Herman et Jonathan Walter

Fig. 10

BEST COPY AVAILABLE

Bonjour!
je m'appelle
Claire
j'ai huit ans. j'ai les yeux bleus et les cheveux
blonds.
je porte ma jupe bleu marine et mon tee-shirt rouge,
(mes vêtements préférés) parce que aujourd'hui je vais
aller à la ferme! je l'attend avec impatience!

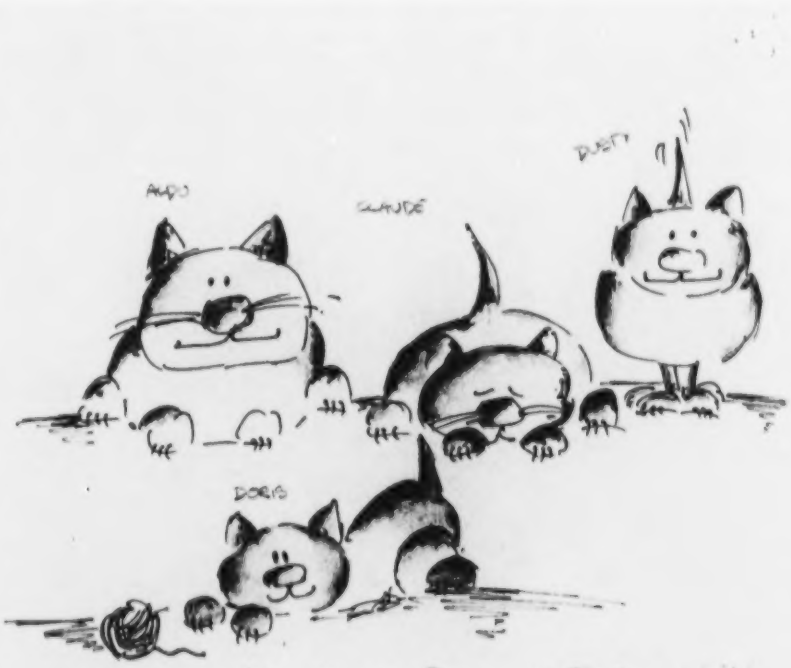
Fig. 11

BEST COPY AVAILABLE

Les premiers animaux que je vois sont les chiens, la mère avec ses quatre bébés, moi, je les adore ! Ils sont beaux!

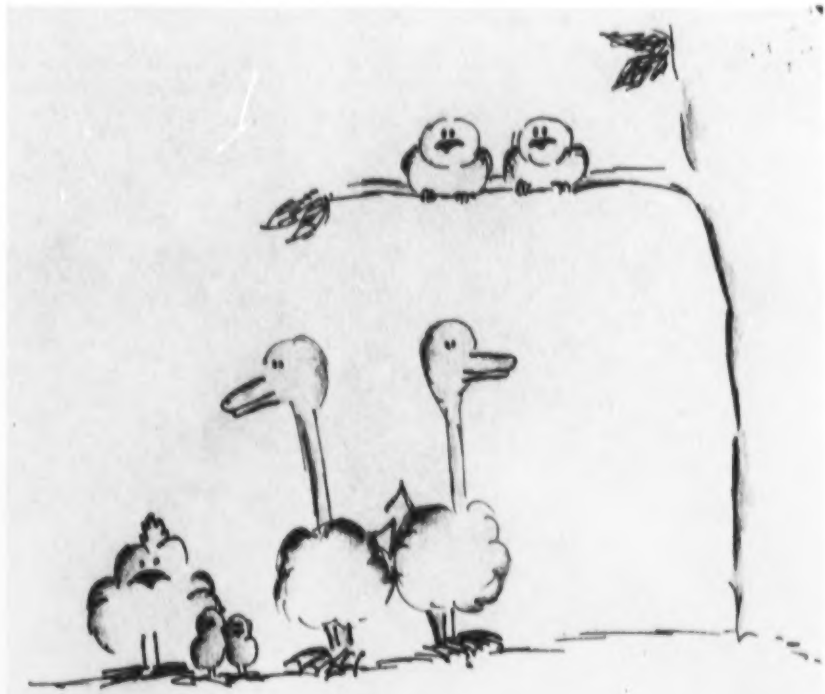
Ils sont très enjoués, je veux en prendre chez moi !

BEST COPY AVAILABLE



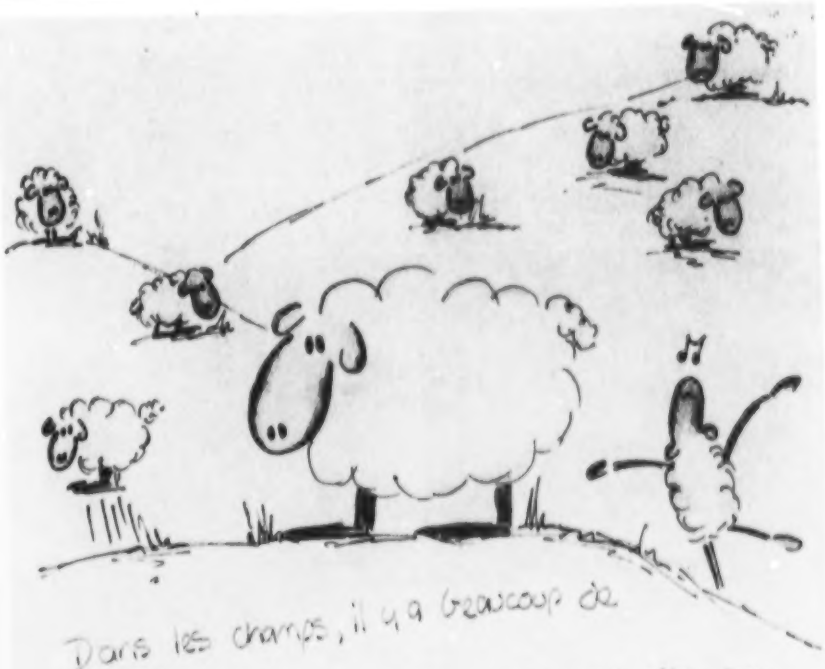
Les chats, Aldo, Claude, Dusty et Doris - ils [illegible]
sont dans la grange. Ils sont très paresseux.
Toujours ils dorment, mangent et se reposent.
Je voudrais être un chat - pas d'école!

BEST COPY AVAILABLE



Ensuite, je vois des oies, des poules, avec des poussins, et aussi des canards. Il y a beaucoup de oiseaux dans la ferme (et beaucoup d' œufs !)

BEST COPY AVAILABLE



Dans les champs, il y a beaucoup de moutons.

Je les aime beaucoup parce que ils sont mignon et très drôle.

Les moutons sont heureux parce que il est presque printemps et ils seront tondu leur laine doit être très chaud!

BEST COPY AVAILABLE

Et finalement, les cochons, moi aussi
après, je ne sais pas pourquoi je les aime
peut-être parce que les cochons aiment être sales
(et moi aussi) et les cochons aiment manger
n'importe quoi (et moi aussi)

Malheureusement, ils vivent dans des cochons
ne sont pas comme ma mère !

BEST COPY AVAILABLE

Poetry

My first major steps into the world of poetry with my classes happened through a link with a colleague in the English department, who was looking at poetry in translation with his GCSE literature group. We read Apollinaire's *Bleuet* to the class together with the Oliver Bernard translation (*Apollinaire Selected Poems*, Anvil Press). They split into groups to work together to solve any problems of understanding and interpretation and to decide which version they preferred and why. The French specialists in the class worked with monolingual dictionaries to look more closely at the translation and expressed an interest in other poems by Apollinaire. We studied some of his *Calligrammes* and the final task was to write a poem of one's own. The results were staggering. Fig. 12 and Fig. 13 show two examples.

Fig.12

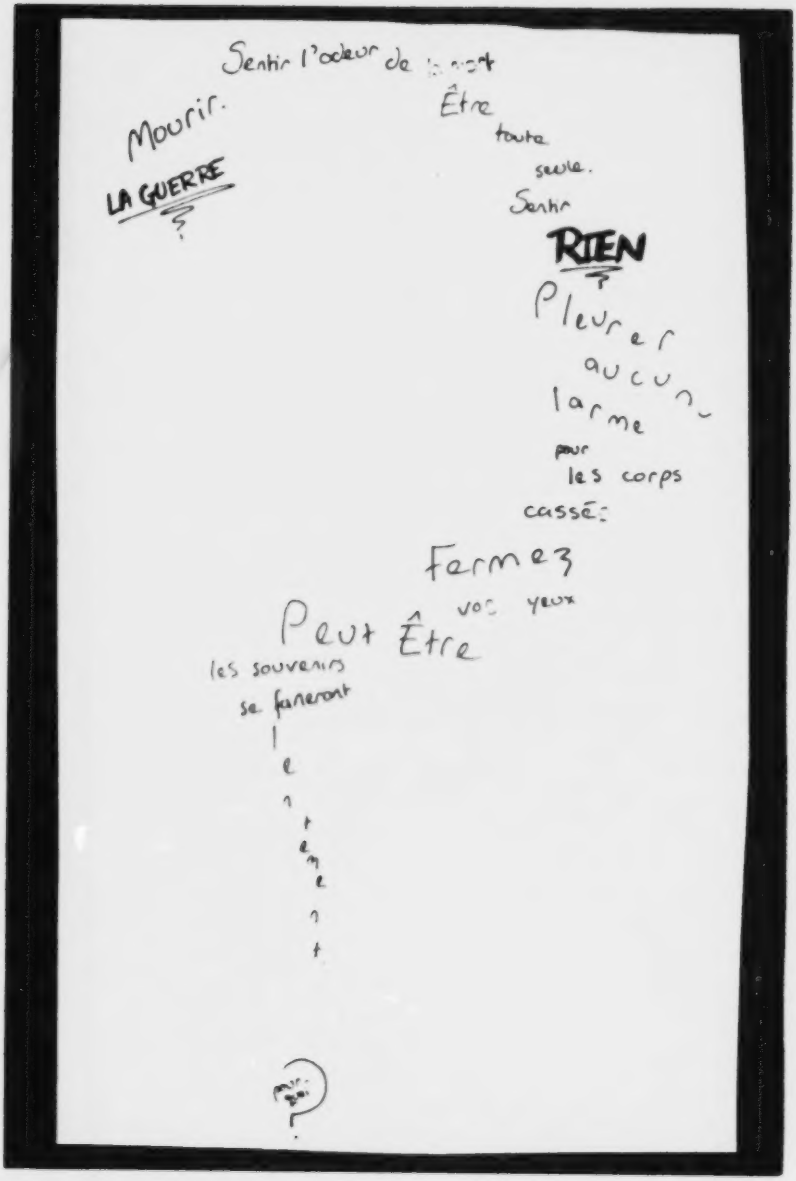


Fig. 13

BEST COPY AVAILABLE

English teaching colleagues sometimes use language patterns in poetry to inspire pupils to write. They might choose something like Adrian Mitchell's *I like that stuff* which has a repetition of the title line at the end of each verse. There are many examples of such poems in foreign languages. Here's an example which I have used with Second Year (Year 8) pupils from *60 Poésies et 60 Comptines* (Centurion Jeunesse).

Mon Poisson Rouge

Plouc!
Il vient d'avaler une bulle d'air.
Plouf!
Il vient de plonger ainsi qu'un éclair.
Plaf!
Il cogne son nez contre son rocher.
Couic!
On ne le voit plus, il a disparu.

Poetry is a very adaptable creative medium and for this reason is attractive to beginners and intermediate language learners. They soon become aware that the rules that govern poetry are not rigid and that they can trim the language to its simplest form to say what they want to say. In my experience pupils with comparatively little language have found poetry a good means of expressing views on the environment, on social ills, on relationships and on issues which they are used to discussing at home or in other areas of the curriculum.

Often pupils are aware of the conventions of poetry writing from their English lessons. Techniques used there are easily transferable to a foreign language. English teaching colleagues have suggested the use of acrostics where you write a word vertically on the page and then write a poem about it using the letters for the first word of each line. It is not easy to find literary versions of these but since you could write one for whatever topic you might be studying I am not averse to making them up! Take, for example, shopping in a baker's:

Pouvez vous donner
A ce monsieur là
Insolent au comptoir
Neuf brioches et un gifle avec ça!

Other ideas from generous English teachers include:

- ★ riddles where you describe one thing in terms of another, leaving the reader to guess the title of the piece,
- ★ recipe poems where you use the language of recipes but describe the making of something like a good holiday or a nice person (take a spoonful of ..., mix with some ..., add some ...),
- ★ patterns where you provide a structure around which the pupils have to work, for example, each line has to answer a question- who? what? where? when? why? I have never found an example of this in a foreign language, but since it is an enjoyable exercise for good linguists I offer them a home-grown version in English:

A marriage of convenience?

My friend Joan
Married an Italian
In Rome
Last year
She likes spaghetti
Perhaps that's why.

If we are working towards encouraging the independence of pupils as linguists then we must involve them more and more in the choice of diet. Photo romances in teenage magazines are of interest to many. Remove some of the speech bubbles and you have instant discussion material. One head of department friend gets his pupils to produce their own, using a Polaroid camera.

One class of mine - avid listeners of *The Cure* - discovered a link between the song 'Killing an Arab' and 'L'Etranger'. On closer inspection we found that the link was tenuous, but it gave rise to some good work from them inspired by the same passage; some wrote prose in French, some in English, some wrote poetry.

Why have we traditionally left literature to the Sixth Form? Maybe it is time to explore the literature of the languages we teach in order to counteract the subduing effects of the language of transaction. This is a list of some source books I have found useful:

Apollinaire, Guillaume	*Calligrammes*	Gallimard
Bernard, Oliver	*Apollinaire Selected Poems*	Anvil Press
Ionesco, Eugène	*La Cantatrice Chauve*	Folio
Ionesco, Eugène	*La Leçon*	Folio

La Fontaine	*Fables*	Bibliothèque Lattès
Lee, S & Ricks, D	*Penguin French Reader*	Penguin
Lyon, Pamela	*Penguin Parallel text*	Penguin
Poslaniec, C & Verdier, D	*Adolescence en Poésie*	Gallimard
Prévert, Jacques	*Chanson des Cireur de Soulier*	Folio Benjamin
Prévert, Jacques	*Paroles*	Folio
Reverdy Pierre	*Plupart du Temps, 1*	Gallimard
Sempé/Goscinny	*Le Petit Nicolas et les Copains*	Folio Junior
	60 Poésies et 60 Comptines	Centurion Jeunesse

In Conclusion

Reading takes time. You devalue it if you leave it as an afterthought at the end of a lesson and you can't always rely on pupils' diligence to do it at home. It is also interesting and **deserves** class time. However, it is important that pupils don't always associate reading in a foreign language with the classroom, so try and find somewhere comfortable for them to read and aim to have enough books to allow them to take them home whenever they wish.

We believe our reading programme is of immense use to our pupils in allowing them the independence to acquire language for themselves. But finally, it must be said that we, as individuals, love reading. I end with my favourite quotation on the subject:

> *Reading is like an infectious disease: it is caught not taught.*
> *(And you can't catch it from someone who hasn't got it ...)*
>
> Christine Nuttall,
> *Teaching Reading Skills in a Foreign Language*
> Heinemann Educational

Our school library stock list

Author	Title	Publisher
Abitan, Guy	*Le choc: Michael Jackson*	Encre
Anderson, H C	*Les Cygnes Sauvages*	Gautier-Languereau
Bégot, J P	*L'Aventure en Poésie*	Gallimard
Brice, R	*Du Pétrole au Plastique*	Gallimard Jeunesse
Browne, A	*Marcel le Champion*	Flammarion
Blume, J	*Et Puis, J'en Sais Rien*	L'Ecole de Loisirs
Blume, J	*Super Sheila*	L'Ecole de Loisirs
Bosc	*Le Couple*	Denoël
Charpentreau, J	*Ne jetez jamais l'argent par la fenêtre*	Nathan
Causse, R	*Mère absente*	Gallimard
Chapman, P	*L'électricité*	Editions Usborne
Chalopin, J	*L'Inspecteur Gadget est un as*	Bibliothèque Rose
Chapouton, A	*Le Loup Loulou*	Belles Histoires
Costa de Beauregard, D	*Des animaux en danger*	Gallimard Jeunesse
Cote, D	*Les géants de Blizzard*	La Courte Echelle
Cote, D	*Le voyage dans le temps*	La Courte Echelle
Dahl, R	*Charlie et la Chocolaterie*	Gallimard
Davis, J	*Garfield, tiens bon la rampe*	Dargaud
Defoe, D	*Aventures de Robinson Crusoe*	Editions Ruyant
Doyle, C	*La ceinture empoisonnée*	Livre de Poche
Gaston	*Gaffes à gogo*	J'ai lu
Guillot, R	*Crin Blanc*	Harrap
Hay, D	*L'Inspecteur Bleu de Bresse et ...* (we have 4 in this series)	Arnold Wheaton
Hewish, M	*Les avions à réaction*	Editions Usborne
Hikmet, N	*Le nuage amoureux*	Editions Messidor
Jackson, S	*Les collines maléfiques*	Folio Junior
Joffo, J	*Simon et l'enfant*	J. C. Lattes
Kane, A E	*Le Prince Malal*	Bavard
Koltz, T	*Vampire Express*	Livre de Poche
Marie et Joseph	*Le refuge des petits-tout-seuls*	Souris Noire
Maury, J P	*Le sport*	Hachette
Mayer, M	*Si j'avais un gorille*	Gallimard
Maynard, C	*Soldats et Batailles*	Fernand Nathan
Mesplede, C	*Pas de peau pour Miss Amaryllis*	Souris Noire
Murail, M	*Le visiteur de minuit*	Bavard
Olivier & Marcello	*Le secret des grands marais*	Editions Messidor
Pesch, J L	*La chaumière en péril*	Fleurus

Pif	*Super Hercule*	V.M.S.
Preussler, O	*August et Augustine*	Belles Histoires
Reberg, E	*Berlingot a disparu*	Bavard
Scarry, H	*Voyage en péniche*	Flammarion
Sempé & Goscinny	*Les récrés du Petit Nicholas*	Folio Junior
Sempé & Goscinny	*Les vacances du Petit Nicholas*	Folio Junior
Sureau, G	*Etoile: un renared argenté parmi les hommes*	L'Ecole de Loisirs
Svend, O	*L'avalanche*	Flammarion
Tournier, M	*Sept contes*	Gallimard
Varvasovsky, L	*L'île des ours blancs*	Gallimard
Yoshida, T	*La première chasse*	L'Ecole de Loisirs

It may be useful for you to know that the following titles from our list are published by Baker Books:

Mère absente
Voyage en péniche
La chaumière en péril
Les collines maléfiques
Du pétrole au plastique
La première chasse
Et puis, j'en sais rien
L'électricité
Les cygnes sauvages
Les avions à réaction
Marcel le Champion
Le nuage amoureux

Some useful addresses:

We subscribe to the teenage magazine *OK* through:

Wm Dawson & Sons Ltd
Canon House
Folkestone
Kent
CT19 5EE
Tel: 0303 850101.

Library Services Ltd publish a monthly list with reviews of current French books and will supply the books they list. The address is:

Library Services Ltd
7 Ridgemount Street
London
WC1E 7AE
Tel: 071 580 8290
071 636 7543 ext. 210

Baker books are at:

Mansfield Park
Guildford Road
Cranley
Surrey
GU6 8NU
Tel: 0483 267888

The address of the European Bookshop is:
4 Regent Place
Warwick Street
London
W1R 6BH

Further Reading

Carter, R & Long, M. N. *The web of words. Exploring literature through language.* Cambridge University Press
Collie, J & Slater, S. *Literature in the language classroom.* Cambridge University Press
Grellet, F. *Developing reading skills.* Cambridge University Press
Maley, A. & Moulding, S. *Poem into poem.* Cambridge University Press
Morgan, J & Rinvolucri, M. *Once upon a time. Using stories in the language classroom.* Cambridge University Press
Nutall, C. *Teaching reading skills in a foreign language.* Heinemann Educational Books
Pugh, A. K. *Silent reading: an introduction to its study and teaching.* Heinemann Educational Books
Williams, E. *Reading in the language classroom.* E.L.T.S. Macmillan

A CILT series for language teachers

2

The National Curriculum
puts greater emphasis than before
on the world of imagination and creativity
in foreign languages.
One way to lead young people into this world
is through giving them access to imaginative
texts and non-fiction in *real* books.

Ann Swarbrick has written a practical guide for
teachers to help them set up a programme of
private and extended reading for pleasure
- in the foreign language.

ISBN 0 948003 98 7

BEST COPY AVAILABLE